

Maryland School Review

Expert Review Team Report

Domain 2: Student Support

Domain 3: Educator Support

Hammond High School

Maryland State Department of Education

Office of Teaching and Learning

April 17-18, 2024



Table of Contents

Overview of Maryland School Site Reviews	2
Executive Summary	4
Domain 2: Student Support	7
Domain 3: Educator Support	10
Appendix A	12
Appendix B	14

Overview of Maryland School Site Reviews

PURPOSE

The Maryland State Department of Education (MSDE) is committed to supporting school systems in improving student outcomes. MSDE conducts comprehensive school reviews to identify promising practices and opportunities for growth in curriculum, instruction, interventions, socio-emotional and mental health services, educator support, and school management. School reviews are a collaborative process among local education agencies (LEAs), schools, and MSDE aimed at accelerating student learning, supporting the whole child, and enhancing educator practice.

SCHOOL REVIEW PROCESS AND METHODOLOGY

All school reviews are facilitated by an Expert Review Team (ERT) led by MSDE. ERT members consist of trained teachers, school leaders, and education experts with experience in improving student outcomes. Members participate in extensive training led by MSDE to calibrate the review process to ensure a consistent approach to school reviews. To identify effective practices and opportunities for growth in a school, the ERT analyzes school data, reviews documents submitted by the school, and conducts a one or two-day site visit that includes classroom observations, focus groups, and a principal interview.

The Expert Review Team uses a rubric (see Appendix B) to form a consensus rating for each measure based on student data, documents, observations, focus groups, and a principal interview. The rubric consists of three domains:

- **Domain 1: Curriculum and Instruction** - High-quality curriculum, instructional materials, teaching practices, and assessments are implemented to support student learning.
- **Domain 2: Student Support** - Schools use data to identify students and implement a multi-tiered approach to support all student groups.
- **Domain 3: Educator Support** - Educators at all levels are provided with support to improve results and shift instructional practice.

Each domain contains indicators and measures. Indicators specify criteria within the domain that will be reviewed. Measures identify the component that will be rated within the indicator. Each measure can earn one of four ratings:

- **Accomplishing with Continuous Improvement** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes and demonstrates a commitment to continuous improvement.
- **Accomplishing** - evidence reviewed demonstrates that a school fully addressed action(s) while implementing measures and attaining outcomes.
- **Developing** - a plan and/or process is observed; however, actions towards attaining measures and outcomes have not yet been implemented.

- **Not Evident** – a plan and/or process towards implementing measures or obtaining outcomes was not observed.

In cases where the measure and/or component does not apply, it will be marked as not applicable.

MSDE will collaborate with LEAs for any school that earns a rating of Developing or Not Evident for any measure to develop recommendations, a support plan, and a timeline for the school to make progress toward the Accomplishing or Accomplishing with Continuous Improvement rating.

STRUCTURE OF THIS REPORT

The following report is organized into three different sections.

Executive Summary: In this section, you will find a summary of the school's review. This includes:

- Information about the school, with more detailed information, can be found online in [the Maryland School Report Card](#).
- The summary of findings is a snapshot of the ratings the school received by each domain, with more detailed ratings of each measure embedded in the complete school rubric in Appendix B.
- Overall recommendations for the school to focus their school improvement work.

Findings and Recommendations by Domain: Each domain contains a section that outlines ERT findings, including strengths and areas for growth. For each domain, targeted recommendations are provided with evidence, action steps, and resources to address the recommendation. Resources are currently being reviewed for accessibility.

Appendices: Two appendices expand on information provided in the body of this report. They provide detailed information on the specific methods used by the ERT during the site visit and a deeper dive into the ratings the school received on the School Review Rubric.

Executive Summary

ABOUT HAMMOND HIGH SCHOOL

Hammond High School, located in Howard County, serves a total of 651 students in grades 9th - 12th. The enrolled population is made up of 37% African American, 24% White, 19% Hispanic, 13% Asian, and 6% 2+ races. The school's population includes approximately 47% of students who receive free or reduced meals and 6% or less of the population includes either students with disabilities or students with 504 plans. More detailed information, including enrollment, attendance, demographics, and student outcome data, can be found in the [Maryland School Report Card](#).

SUMMARY OF FINDINGS

The following table summarizes the school's ratings on Domains 2 and 3. The school scored its highest rating of Accomplishing in Opportunities and Access and its lowest rating of Developing in Observation and Feedback. A comprehensive list of measures, indicators, and ratings can be found in the full School Review Rubric in Appendix B.

Domain 2: Student Support		
Indicator	Percentage	Rating
Multi-Tiered Systems of Support	79%	Accomplishing
Opportunities and Access	81%	Accomplishing

Domain 3: Educator Support		
Indicator	Percentage	Rating
Observation and Feedback	50%	Developing
Professional Learning	72%	Accomplishing
Career Growth	79%	Accomplishing

OVERALL RECOMMENDATIONS

The following actions are recommended to support improvement in the areas identified as needing improvement through the School Review process. More detailed information about these recommendations, linking them to specific findings in each domain and providing action steps and resources to implement them, can be found in the following sections.

- Implement a comprehensive mental health support plan, appointing qualified personnel to ensure the mental well-being of students. This plan should include professional development for staff, school-focused training, and active engagement with parents to prioritize mental health in all school-related situations.
- Develop and implement a comprehensive system that ensures regular, structured observations and actionable feedback for teachers and school leaders. This system should support continuous professional growth and improve instructional practices, fostering a culture of continuous improvement and accountability within the school community.

Domain 2: Student Support

Student Support

Schools use data to identify students and implement a multi-tiered approach to support all student groups.

Findings and Recommendations

STRENGTHS

The school uses data to identify students and implements a multi-tiered approach to support all student groups, providing universal, targeted, and intensive, evidence-based support.

- In the school leadership focus group, school leaders stated that they engage in Restorative Practices and Implicit Bias training to ensure that they are adequately providing support for the students most in need of mental health support.
- During the teachers and school leader focus groups, it was shared that the students most in need of direct support are assigned to the most experienced teachers, with prioritization of small class sizes based on behavior data and academic needs.
- In the teacher's focus group, teachers reported that Social Emotional Learning (SEL) focused lessons are provided by guidance counselors and shared during "Bear" time.
- Eight out of eight students during the student focus group survey indicated that they feel supported at the school.

There is a dedicated and individualized support system in place for students not yet meeting College and Career Readiness (CCR) standards.

- In the students and teacher focus group, it was shared that the school offers a variety of classes such as "foods" and "pre-school", along with other technical programs available for students, that provide students with various course pathways toward high school graduation and beyond.
- Parents and students in their respective focus groups reported opportunities for students to participate in classes at Howard Community College (HCC).
- During the student focus group, students reported that they could talk with counselors as needed to support post-secondary decisions.

The school has developed an evidence-based effective strategy to support students toward academic success.

- During the parent focus groups, parents reported that supplemental tutoring is provided by teachers and provides direct support to students in need of additional academic support.

- In the student focus group survey, eight out of eight students indicated that they feel supported by the school and are provided with various ways to find success at the school.

AREAS FOR GROWTH

The school implements a well-structured plan and appoints qualified personnel to ensure the mental well-being of students.

- During the teacher focus group, teachers reported a lack of professional learning specifically addressing mental health. They also mentioned that there is no school-focused training available to support students with mental health challenges.
- Parents in the parent focus group expressed concerns that mental health is not adequately prioritized in bullying situations. They noted that staff often have blind spots, which can lead to the escalation of traumatic incidents, such as fights.

RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

FOCUS AREA 1

Implement a comprehensive mental health support plan, appointing qualified personnel to ensure the mental well-being of students. This plan should include professional development for staff, school-focused training, and active engagement with parents to prioritize mental health in all school-related situations.

ACTION STEPS:

As a result of this school review:

- Collaborate with mental health professionals to create a detailed plan addressing student mental well-being.
- Organize regular training sessions focused on mental health awareness and intervention strategies.
- Implement programs that educate students on mental health, including coping mechanisms and peer support strategies.
- Hold informational sessions for parents to raise awareness about the school's mental health initiatives.

RESOURCES:

1. [School Mental Health](#)

Domain 3: Educator Support

Educators Support

Educators at all levels are provided with support to improve results and shift instructional practice.

Findings and Recommendations

STRENGTHS

The school has developed a system to support teachers and leaders to engage in a cycle of learning that is job-embedded, aligned to research-based practices, and grounded in data.

- In the school leaders' focus group, participants highlighted that Professional Learning (PL) is designed to meet the professional needs of teachers and support students' academic achievement.
- During the teacher focus group, educators shared that they receive professional development during monthly staff meetings. According to teachers, these sessions address topics such as bias, examined through the perspective of restorative justice, along with other job-embedded practices tailored to the specific needs of the students at the school.

The school has developed a system to ensure that novice teachers are provided with support to improve their teaching practice.

- During the teacher focus group, teachers stated that novice teachers receive job-embedded induction and support through a mentor teacher.

AREAS FOR GROWTH

The school is developing a system that ensures teachers and school leaders engage in a regular cycle of observations and feedback to enhance their professional practice.

- In the school leader focus group, school leaders expressed a need for district leadership to highlight career growth opportunities and provide guidance to support their professional growth.
- During the teacher focus group, teachers reported varied experiences with observations. Some experienced teachers indicated that they have only received one observation in four years, while others noted that feedback was not actionable or helpful.
- Teachers in the teacher's focus group indicated that would like to receive more actionable feedback from school leadership. Teachers further indicated that professional learning needs to focus more on supporting teachers to improve their knowledge, learn new strategies, and develop skills for better student outcomes.
- Teachers reported that while walkthroughs occurred frequently, school leadership and county supervisors did not regularly conduct formal observations.

RECOMMENDATIONS

The following recommendations are meant to support school leadership in improving in the areas that were identified as needing growth. Each is closely connected to the evidence presented above under “Areas for Growth,” and includes specific action steps and resources to support the implementation of these improvements. Domain-specific ratings can be found in Appendix B.

FOCUS AREA 1

Develop and implement a comprehensive system that ensures regular, structured observations and actionable feedback for teachers and school leaders. This system should support continuous professional growth and improve instructional practices, fostering a culture of continuous improvement and accountability within the school community.

ACTION STEPS:

As a result of this school review:

- Develop a system that ensures consistent and frequent observations for all teachers.
- Deliver actionable feedback that teachers can readily implement to improve their practice.
- Align professional development opportunities with observed needs and feedback.
- Support school leaders' and teachers' professional growth and career advancement.

RESOURCES:

1. [Making the Most of Instructional Rounds](#)
2. [Providing Teachers with Actionable Feedback](#)

Appendix A

SUMMARY OF EXPERT REVIEW TEAM ACTIVITIES

Expert Review Team Members

1. John Halmi, Teacher, Anne Arundel County Public Schools
2. Andrea Johnson, Principal, Charles County Public Schools
3. Toi Davis, Principal, Prince George’s County Public Schools
4. Jamila Denney, Assistant Principal, Montgomery County Public Schools
5. Daniel Russel, Co-Founder, Bridge the Gap
6. Marie Wells-Suznavick, Teacher, Worcester County Public Schools

Site Visit Day 1

Wednesday, April 17, 2024

Site Visit Day 2

Thursday, April 18, 2024

Number of Classroom Reviewed

Seventeen

Description of Classroom Visited

Wednesday, April 17, 2024	Thursday, April 18, 2024
<ul style="list-style-type: none"> • ELD 2 ESOL • SPAN 1 • Earth SCI • US History • CHEM • APS • Alt ED • Art I • ENG 9 CO • ENG 9 GT • ENG 10 GT 	<ul style="list-style-type: none"> • ALG I CO • CHAMB GT • CALC AB AP • Dance III • Strings GT • Foods

Number of Interviews

One

- Principal

Number of Focus Groups

Four

- 9 Students
- 3 School Leaders
- 4 Teachers
- 3 Parents

Documents Analyzed

- Site visit documentation submitted by the school and LEA.

Appendix B

MARYLAND SCHOOL REVIEW RUBRIC

Ratings for Hammond High School

The Expert Review Team Rubric is used by the review team to form a consensus on a rating for each measure based on all collected evidence. Collected evidence includes documents submitted by the school prior to the on-site review; outcomes of classroom observations; answers to focus group questions from teachers, administrators, students, and parents; and student data. Items checked were reviewed through data documentation or during the on-site school review.